



Formative Writing Tools

# Second Grade

Teacher Checklists, Student Guides,  
and Writing Experiences

GRADE

**2**

## **K-2 Formative Writing Tools Workgroup**

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## **A Brief History**

### **Nevada Formative Writing Tools Grades 3-5**

On October 24, 2012, a committee of educators met in Carson City to fundamentally change the Nevada elementary- and middle-school writing assessments. This committee grappled with an expanding understanding of the Common Core Standards (now known as the Nevada Academic Content Standards for English Language Arts or NVACS for ELA), the spring 2015 administration of the Smarter Balanced assessments, the testing requirements of NRS 389.550, and the realization that the current writing assessment had evolved into a summative assessment (rather than its original formative intent). The committee charged the Nevada Department of Education (NDE) with redesigning the elementary- and middle-school writing assessments into formative tools that will allow teachers to evaluate students at multiple points during the school year and adjust their instruction to match the needs of students.

The NDE established a workgroup with statewide representation of classroom teachers, administrators, district curriculum experts, and trainers from all of the Regional Professional Development Programs to create new formative writing tools. When incorporated into classroom practice, these tools provide the information needed to adjust teaching and support learning. They will help teachers determine next steps for instruction so that students meet the NVACS for ELA end-of-grade expectations.

### **Formative Writing Tools Grades K-2**

To further develop and enhance the writing instruction in the state of Nevada, a second committee of state-wide educators was formed to begin work on formative writing tools for grades K-2. On January 8, 2014, the committee began work to vertically align the K-2 Formative Writing Tools to meet the demands of the NVACS end-of-year grade-level standards and the Nevada Formative Writing Tools for Grades 3-5. After creating teacher checklists and student writing guides, the committee focused on creating examples of rich writing experiences to inform and enhance classroom writing instruction.

## **The K-2 Formative Writing Tools**

A substantial body of research shows descriptive feedback is the most effective instructional strategy for students to improve in their writing. Therefore, the main purpose of the K-2 Formative Writing Tools is to help students better understand what they are doing well and to receive specific feedback on areas for improvement.

When incorporated into regular classroom practice, the K-2 Formative Writing Tools provide the information needed to adjust teaching and learning while it's happening. In this sense, the tools inform both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards. Formative assessment tools help teachers determine next steps during the learning process.

## The K-2 Teacher Checklists

Grade-level *Teacher Checklists* were designed to support teachers' instructional decisions within each of the modes of writing. The Checklists clarify essential knowledge, skills, and abilities specific to the end-of-year expectations of the NVACS for grades K-2. The Checklists are fundamental for documenting students' strengths and areas for improvement and should be used when conferring with students and parents. It is strongly discouraged for teachers and schools to use the results of the formative experiences for grades since they were **not** designed as summative or interim assessments. Instead, teachers and schools should use the formative experiences to gather information needed to inform and enhance both teaching and learning.

### A Closer Look

Place the *Teacher Checklists* for your grade level next to a copy of the NVACS for ELA. What do you notice? (The Checklists reflect the end-of-year expectations for your grade level.)

## The K-2 Student Writing Guides

Closely aligned to the NVACS for ELA and the *Teacher Checklists*, the *Student Writing Guides* are designed to communicate writing expectations in clear, student-friendly language. The use and language of the Guides should be explicitly taught so students can use them throughout the writing process and for all types of writing assignments. As a prewriting and drafting tool, the Guides establish a vision for good writing and provide common vocabulary for students to use when talking about their writing. The Guides are also valuable tools during the drafting, editing, and revising stages, serving as a tool for self-reflection and peer revising and editing. As a post-writing tool, the Guides can be used for teacher and peer conferencing, setting goals for improvement, and helping students articulate their analysis of other students' writing.

The *Student Writing Guides* should be used regularly by students throughout the writing process. Additionally, they can be used as anchor charts or when conferring with students or parents.

## The K-2 Formative Writing Experiences

The *K-2 Formative Writing Experiences* were developed to help students, teachers, and administrators implement the NVACS for ELA. The experiences are intended to:

- Encourage students to read closely and analyze information;
- Enable students to produce effective and well-grounded writing for a range of purposes and audiences;
- Prepare students for the requirements of writing in grades 3-5;
- Empower teachers to shift and improve instruction to meet the demands of the NVACS; and
- Inform teachers and students when timely instructional adjustments can be made.

The K-2 committee developed three writing experiences from a set of stimuli for both literature and informational text. The word “experiences” was chosen in place of the word “tasks” to emphasize the importance of creating and using meaningful writing experiences during instructional time. Writing should be the result of rigorous experiences with quality literature, informational text, and other media. These experiences are meant to be models or examples of how formative assessment can be used to inform instruction of the NVACS.

Providing opportunities for students to develop word processing skills prepares them for writing expectations in the later grades. Using technology to produce and publish writing is part of the NVACS, and keyboarding skills are introduced in 2<sup>nd</sup> grade in the Nevada Computer and Technology Standards.

## Glossary

The glossary is provided to define and elaborate terms used in the grade-level checklists and serves as a starting place to establish a common vocabulary for writing.

## Ideas for Successful Implementation

### Reduce, Reuse, Recycle!

You might have noticed that there are three writing experiences and a set of stimuli for both literary and informational text. Consider using the writing experiences and accompanying stimuli at various points in the year to formatively assess student writing. For example:



- **Reduce** the amount of differentiated scaffolding you use with students as the year progresses. For example, a kindergarten teacher using one of the stimuli and experiences at the beginning of the year might provide some of the differentiated scaffolds suggested for students to use as they write. Toward the end of the year, when students are becoming more independent writers, **recycle** a stimulus for a different writing experience but take away some of the scaffolds, as they are no longer necessary.
- **Reuse** stimuli and experiences with students if you are using these tools before teaching (to determine initial understanding) and after teaching (to determine growth). You could **reduce** the amount of scaffolding that is provided to students from the first and second administrations.

### Put on Your Coaching Hat

Conferring with students is a vital part of writing instruction. View yourself as a writing coach, not as an evaluator. Using the *Teacher Checklists*, *Student Writing Guides*, and their completed pieces, help students to evaluate their strengths and weaknesses and discover ways to improve their writing. As you discuss a student's work, refer to specific evidence in the writing that is reflected in the Checklist. Don't overwhelm a student with all of the problems at once. Focus on one or two things that will make the biggest impact on the student's writing.



You can also share the coaching hat with your students by having them use the Checklists or Guides for peer conferences. Have students read each other's work and use the Checklists or Guides to give specific feedback. This will allow the students to become more familiar with the

Guides, while receiving and offering suggestions on how to improve their own writing. When students view other pieces of writing, they will find areas of strength and weakness in both their peers' writing as well as their own.

### Meet with Your Colleagues

As a grade-level team, consider meeting together to analyze student writing. Start a discussion about writing trends. What are some things that are working well? What are some areas that need to be addressed? Create a plan that maintains what is working well and addresses areas that need improving.



### It's All about Good Writing

Teach students to write so they can communicate emotions, ideas, and information to the world around them. Don't teach students writing so that they will pass tests. If you teach them to be good writers, they can't help but do well on tests!

## Second Grade Experiences for Formative Writing Assessment (Literature)

### Stimulus:

- Book – *Tops and Bottoms* by Janet Stevens (CCSS Appendix B, page 40)
  - Full version - [http://www.okaloosaschools.com/files/school-district/Common%20Core/ES\\_Exemplars\\_9.13/Close%20Read-Kdg-Tops%20and%20Bottoms.pdf](http://www.okaloosaschools.com/files/school-district/Common%20Core/ES_Exemplars_9.13/Close%20Read-Kdg-Tops%20and%20Bottoms.pdf) (scroll down to pages 7-8)

#### Instructional Considerations:

Teachers may choose to enhance partner talk by using Precision Partner Work before asking students to draft. Partners each have a task and a turn which allows for accountability. The partner who is actively listening contributes to the conversation after the speaking partner has finished (i.e., add another example, ask a clarifying question, summarize, etc.). A teacher might implement a sentence frame for students to use to encourage the use of academic language.

A teacher may choose to use graphic organizers and other instructional materials that are currently being used in the classroom to enhance instruction.

**Opinion:** (RL.2.1, SL.2.1) Students read the text. Teacher leads students in a discussion connected to Bear's and Hare's actions, thoughts, and feelings. Teacher records student replies on a graphic organizer (i.e., list, web, t-chart, etc.).

*Writing Experience* (W.2.1): You have just read *Tops and Bottoms*. If you had to defend one of the character's actions from the story, either Bear's or Hare's, whose would it be and why? Use evidence from the story to support your choice.

**Informative/Explanatory:** (RL.2.3, SL.2.2) Students read *Tops and Bottoms*. Teacher leads students through discussion and charts Bear's reactions to Hare's tricks. Teacher may want to use a cause and effect graphic organizer to record events.

*Writing Experience* (W.2.2): You have just read *Tops and Bottoms*. Explain how the events in the story changed Bear's work habits. Please include details from the story in your explanation.

**Narrative:** (RL.2.2, SL.2.3, SL.2.4) Students read *Tops and Bottoms* to determine the lesson Bear learned from Hare's tricks. Discuss with students what Bear learned. The last sentence of the story says, "And although Hare and Bear learned to live happily as neighbors, they never became business partners again." Have students think of a time they had a hard time working with a partner. Ask students to share their experience with a shoulder partner. (Teacher may want to discuss how partnerships can occur in school, sports, hobbies, etc.)

*Writing Experience* (W.2.3): You have just read *Tops and Bottom* in which Bear learned a lesson about working with someone else. Write about a time when you had a hard time working with a partner. What happened? What did you learn?

**Integrating ELA Standards:**

The provided writing experiences include standards from several literacy strands. They are meant to demonstrate how meaningful instruction integrates ELA standards within a rich literacy task/experience.

These experiences represent one example of how to assess writing and inform instruction.



## Second Grade Experiences for Formative Writing Assessment (Informational Text)

### Stimuli:

- Book – *Throw Your Tooth on the Roof* by Selby Beeler (CCSS Appendix B excerpt on pages 54-55)
- Article – “Tips for the Tooth Fairy” <http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/6706/show/6701/rec/5>

**Opinion:** (RI.2.1, SL.2.1, SL.2.2) Teacher engages students in a discussion on what a role model is (a person regarded by others, especially younger people, as a good example to follow). Teacher may choose to highlight examples for student reference (Martin Luther King Jr., a big brother, an athlete, etc.). Have students read the article “Tips for the Tooth Fairy.”

### Instructional Considerations:

Teachers may choose to enhance partner talk by using Precision Partner Work before asking students to draft. Partners each have a task and a turn which allows for accountability. The partner who is actively listening contributes to the conversation after the speaking partner has finished (i.e., add another example, ask a clarifying question, summarize, etc.). A teacher might implement a sentence frame for students to use to encourage the use of academic language.

A teacher may choose to use graphic organizers and other instructional materials that are currently being used in the classroom to enhance instruction.

*Writing Experience (W.2.1):* You have just read the article “Tips for the Tooth Fairy.” In your opinion, is the Tooth Fairy a good role model? Why or why not? Make sure you include details from the article to support your opinion.

**Informative/Explanatory:** (RI.2.1, L.2.2b, SL.2.4) Students read the book (or a portion of it from Appendix B) *Throw Your Tooth on the Roof*. As a whole class, chart the different cultures and their corresponding traditions. An example is below:

Culture	Tooth Tradition
USA	<ul style="list-style-type: none"><li>• Tooth Fairy leaves money and takes the tooth</li><li>• The tooth is left under a pillow</li></ul>
Mexico	<ul style="list-style-type: none"><li>• El Raton takes the tooth and leaves money</li><li>• Front teeth are worth more</li></ul>
Yupik	<ul style="list-style-type: none"><li>• A mother wraps the tooth in food and feeds it to a female dog and asks for the tooth to be replaced with a better one</li></ul>

*Writing Experience (W.2.2):* Write a letter to a child in another country explaining your tooth tradition and tell him or her about one of the new traditions that you learned from reading *Throw Your Tooth on the Roof*.

**Narrative:** (RI.2.1, SL.2.4) Students read “Tips for the Tooth Fairy.” Teacher engages students in discussion that even if we take good care of our baby teeth, we eventually lose them. Students can brainstorm different ways we can lose baby teeth. Teachers can chart the different ways (i.e., fell off bike, lost naturally, pulled by dentist, etc.). Have students turn to a partner and tell him/her about a time he/she lost a tooth and what happened.

*Writing Experience (W.2.3):* Write about a time when you lost a tooth. What happened? Include details to describe your actions, thoughts, and feelings.

**Integrating ELA Standards:**

The provided writing experiences include standards from several literacy strands. They are meant to demonstrate how meaningful instruction integrates ELA standards within a rich literacy task/experience.

These experiences represent one example of how to assess writing and inform instruction.

# Teacher Checklist

## Grade 2 Opinion Writing (part 1)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. The purpose of this checklist is to clarify essential knowledge, skills, and abilities specific to *second grade* and to use as a tool for conferring with individual students. NOT INTENDED TO ASSIGN AN OVERALL SCORE/GRADE TO STUDENT WORK.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Proficient</b>		<b>Non-proficient</b>	
	<b>Thorough Understanding</b>	<b>Adequate Understanding</b>	<b>Partial Understanding</b>	<b>Minimal Understanding</b>
<b>Statement of Purpose/Focus</b>	<input type="checkbox"/> Clearly states opinion  <input type="checkbox"/> Purposefully focused  <input type="checkbox"/> Strongly maintained throughout	<input type="checkbox"/> Adequately states opinion  <input type="checkbox"/> Generally focused  <input type="checkbox"/> Generally maintained (some loosely related material may be present)	<input type="checkbox"/> Somewhat unclear opinion  <input type="checkbox"/> Somewhat unfocused or minor drift in focus  <input type="checkbox"/> Somewhat or insufficiently maintained (some extraneous material)	<input type="checkbox"/> Lacks opinion  <input type="checkbox"/> Major drift in or lacks focus or unrelated ideas intrude  <input type="checkbox"/> Too brief to be maintained
<b>Organization</b>	<input type="checkbox"/> Effectively introduces the topic or text (context) with attention to audience and purpose  <input type="checkbox"/> Effectively uses linking words and/or phrases to connect opinion and reasons  <input type="checkbox"/> Effectively uses a concluding statement/section that addresses purpose and audience	<input type="checkbox"/> Adequately introduces the topic or text (context)  <input type="checkbox"/> Adequately uses linking words and/or phrases to connect opinion and reasons (some ideas may be loosely connected)  <input type="checkbox"/> Adequately uses a concluding statement/section	<input type="checkbox"/> Weak introduction  <input type="checkbox"/> Inconsistently uses linking words  <input type="checkbox"/> Weak concluding statement/section	<input type="checkbox"/> Lacks introduction  <input type="checkbox"/> Few or no linking words are evident  <input type="checkbox"/> Lacks concluding statement/section
<b>Elaboration of Evidence</b>	<input type="checkbox"/> Thoroughly and convincingly supports opinion with reasons related to topic/text  <input type="checkbox"/> Effectively integrates evidence from experiences/sources  <input type="checkbox"/> Effectively elaborates on reasons	<input type="checkbox"/> Adequately supports opinion with reasons related to topic/text  <input type="checkbox"/> Adequately integrates some evidence from experiences/sources  <input type="checkbox"/> Adequately elaborates on reasons	<input type="checkbox"/> Limited support of opinion with reasons related to topic/text  <input type="checkbox"/> Some integration of evidence from experiences/sources  <input type="checkbox"/> Some elaboration of reasons	<input type="checkbox"/> No support of opinion with reasons related to topic/text  <input type="checkbox"/> Integration of evidence from experiences/sources is in error or irrelevant or absent  <input type="checkbox"/> No elaboration

Opinion checklist continues on next page.

# Teacher Checklist

## Grade 2 Opinion Writing (part 2)

	Proficient		Non-Proficient	
	Thorough Understanding	Adequate Understanding	Partial Understanding	Minimal Understanding
<b>Language and Vocabulary</b>	<input type="checkbox"/> Effective use of vocabulary/language appropriate to writing task (may mix precise and more general language)	<input type="checkbox"/> Adequate use of vocabulary/language appropriate to writing task (may mix general language with some precise language)	<input type="checkbox"/> Some use of vocabulary/language appropriate to writing task (simplistic language used)	<input type="checkbox"/> Vague, unclear, or confusing vocabulary/language is used
<b>Conventions</b>	<input type="checkbox"/> Few, if any, errors in usage and sentence formation (see NVACS L.2.1)  <input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling (see NVACS L.2.2)	<input type="checkbox"/> Some errors in usage and sentence formation are present (no pattern of errors) (see NVACS L.2.1)  <input type="checkbox"/> Adequate use of punctuation, capitalization, and spelling (see NVACS L.2.2)	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning [may include pattern(s) of errors] (see NVACS L.2.1)  <input type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling (see NVACS L.2.2)	<input type="checkbox"/> Severe errors in usage and sentence formation obscure meaning [may include pattern(s) of errors] (see NVACS L.2.1)  <input type="checkbox"/> Severe errors in punctuation, capitalization, and spelling obscure meaning (see NVACS L.2.2)

	Celebrations	Next Steps for Instruction
<b>Statement of Purpose/Focus</b>		
<b>Organization</b>		
<b>Elaboration of Evidence</b>		
<b>Language and Vocabulary</b>		
<b>Conventions</b> (taught within the context of writing)		

**\*Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. (NVACS)**

# Grade 2

## Student Guide for Opinion Writing

### **Statement of Purpose/Focus**

- ☐ I state my opinion.
- ☐ I stay on topic throughout my writing.

### **Organization**

- ☐ I introduce my topic and provide context (related information).
- ☐ I use linking words and phrases to connect my opinion and reasons.
- ☐ I include a concluding statement or section that is related to my opinion.
- ☐ I organize my ideas from beginning to end.

### **Elaboration of Evidence**

- ☐ I support my opinion with reasons related to my opinion.
- ☐ I include evidence from sources or experiences to support my opinion.

### **Language and Vocabulary**

- ☐ I express my ideas with language and vocabulary related to my opinion.
- ☐ I match my language and vocabulary to the writing task.

### **Conventions**

- ☐ I use nouns, verbs, adjectives, and adverbs correctly.
- ☐ I write complete simple and compound sentences.
- ☐ I use correct punctuation.
- ☐ I use correct capitalization.
- ☐ I use learned word knowledge and reference materials to spell words correctly.

# Teacher Checklist

## Grade 2 Informative/Explanatory Writing (part 1)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. The purpose of this checklist is to clarify essential knowledge, skills, and abilities specific to *second grade* and to use as a tool for conferring with individual students. NOT INTENDED TO ASSIGN AN OVERALL SCORE/GRADE TO STUDENT WORK.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Proficient</b>		<b>Non-proficient</b>	
	<b>Thorough Understanding</b>	<b>Adequate Understanding</b>	<b>Partial Understanding</b>	<b>Minimal Understanding</b>
<b>Statement of Purpose/Focus</b>	<input type="checkbox"/> Clearly states main idea  <input type="checkbox"/> Purposefully focused  <input type="checkbox"/> Strongly maintained throughout	<input type="checkbox"/> Adequately states main idea  <input type="checkbox"/> Generally focused  <input type="checkbox"/> Generally maintained (some loosely related material may be present)	<input type="checkbox"/> Somewhat unclear main idea  <input type="checkbox"/> Somewhat unfocused <b>or</b> minor drift in focus  <input type="checkbox"/> Somewhat <b>or</b> insufficiently maintained (some extraneous material)	<input type="checkbox"/> Lacks a main idea  <input type="checkbox"/> Major drift in <b>or</b> lacks focus <b>or</b> unrelated ideas intrude  <input type="checkbox"/> Too brief to be maintained
<b>Organization</b>	<input type="checkbox"/> Effectively introduces the topic (context) with attention to audience and purpose  <input type="checkbox"/> Effectively uses linking words and/or phrases to connect main idea and develop points  <input type="checkbox"/> Effective concluding statement/section that addresses purpose and audience	<input type="checkbox"/> Adequately introduces the topic (context)  <input type="checkbox"/> Adequately uses linking words and/or phrases to connect main idea and develop points (some ideas may be loosely connected)  <input type="checkbox"/> Adequate concluding statement/section	<input type="checkbox"/> Does not adequately introduce topic (context)  <input type="checkbox"/> Inconsistently uses linking words  <input type="checkbox"/> Weak concluding statement/section	<input type="checkbox"/> Lacks introduction  <input type="checkbox"/> Few <b>or</b> no linking words are evident  <input type="checkbox"/> Lacks concluding statement/section
<b>Elaboration of Evidence</b>	<input type="checkbox"/> Thoroughly and convincingly supports main idea with information and examples related to topic  <input type="checkbox"/> Effective integration of facts, definitions, and details from experiences/sources  <input type="checkbox"/> Effective elaboration of main idea (may include illustrations, etc.)	<input type="checkbox"/> Adequately supports main idea with information and examples related to topic  <input type="checkbox"/> Adequate integration of facts and definitions from experiences/sources  <input type="checkbox"/> Adequate elaboration of main idea (may include illustrations, etc.)	<input type="checkbox"/> Limited support of main idea with information and examples related to topic  <input type="checkbox"/> Some integration of facts and definitions from experiences/sources  <input type="checkbox"/> Some elaboration of main idea	<input type="checkbox"/> No support of main idea with information and examples related to topic  <input type="checkbox"/> Integration of facts and definitions from experiences/sources is in error <b>or</b> irrelevant <b>or</b> absent  <input type="checkbox"/> No elaboration

Informative/Explanatory checklist continues on next page.

# Teacher Checklist

## Grade 2 Informative/Explanatory Writing (part 2)

	Proficient		Non-Proficient	
	Thorough Understanding	Adequate Understanding	Partial Understanding	Minimal Understanding
<b>Language and Vocabulary</b>	<input type="checkbox"/> Effective use of vocabulary/language appropriate to writing task (may mix precise and more general language)	<input type="checkbox"/> Adequate use of vocabulary/language appropriate to writing task (may mix general language with some precise language)	<input type="checkbox"/> Some use of vocabulary/language appropriate to writing task (simplistic language used)	<input type="checkbox"/> Vague, unclear, or confusing vocabulary/language is used
<b>Conventions</b>	<input type="checkbox"/> Few, if any, errors in usage and sentence formation (see NVACS L.2.1)	<input type="checkbox"/> Some errors in usage and sentence formation are present (no pattern of errors) (see NVACS L.2.1)	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning [may include pattern(s) of errors] (see NVACS L.2.1)	<input type="checkbox"/> Severe errors in usage and sentence formation obscure meaning [may include pattern(s) of errors] (see NVACS L.2.1)
	<input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling (see NVACS L.2.2)	<input type="checkbox"/> Adequate use of punctuation, capitalization, and spelling (see NVACS L.2.2)	<input type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling (see NVACS L.2.2)	<input type="checkbox"/> Severe errors in punctuation, capitalization, and spelling obscure meaning (see NVACS L.2.2)

	Celebrations	Next Steps for Instruction
<b>Statement of Purpose/Focus</b>		
<b>Organization</b>		
<b>Elaboration of Evidence</b>		
<b>Language and Vocabulary</b>		
<b>Conventions</b> (taught within the context of writing)		

**\*Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. (NVACS)**

# Grade 2

## **Student Guide for Informative/Explanatory Writing**

### **Statement of Purpose/Focus**

- ☐ I state my main idea.
- ☐ I stay on topic throughout my writing.

### **Organization**

- ☐ I introduce my topic and provide context (related information).
- ☐ I use linking words and phrases to connect my ideas.
- ☐ I include a concluding statement or section that is related to my topic.
- ☐ I organize my ideas from beginning to end.

### **Elaboration of Evidence**

- ☐ I support my main idea with information and examples related to my topic.
- ☐ I include interesting facts and definitions from sources or experiences to inform or explain.

### **Language and Vocabulary**

- ☐ I express my ideas with language and vocabulary related to my topic.
- ☐ I match my language and vocabulary to the writing task.

### **Conventions**

- ☐ I use nouns, verbs, adjectives, and adverbs correctly.
- ☐ I write complete simple and compound sentences.
- ☐ I use correct punctuation.
- ☐ I use correct capitalization.
- ☐ I use learned word knowledge and reference materials to spell words correctly.



# Teacher Checklist

## Grade 2 Narrative Writing (part 1)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences. The purpose of this checklist is to clarify essential knowledge, skills, and abilities specific to *second grade* and to use as a tool for conferring with individual students. NOT INTENDED TO ASSIGN AN OVERALL SCORE/GRADE TO STUDENT WORK.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Proficient</b>		<b>Non-Proficient</b>	
	<b>Thorough Understanding</b>	<b>Adequate Understanding</b>	<b>Partial Understanding</b>	<b>Minimal Understanding</b>
<b>Narrative Focus</b>	<input type="checkbox"/> Clearly focuses on the event throughout <input type="checkbox"/> Establishes a situation in a well-elaborated recount of event or short series of events	<input type="checkbox"/> Adequately focuses on the event throughout <input type="checkbox"/> Recounts a well-elaborated event or short sequence of events (may have minor flaws)	<input type="checkbox"/> Somewhat focuses on the event <b>or</b> minor drift <input type="checkbox"/> Partially recounts an event or a short sequence of events; missing information creates confusion (may have obvious flaws)	<input type="checkbox"/> Lacks focus <input type="checkbox"/> Fails to recount an event or short series of events; frequent extraneous ideas intrude <b>or</b> lacks sequence of events
<b>Organization</b>	<input type="checkbox"/> Uses temporal words and phrases to signal event order to effectively advance the story <input type="checkbox"/> Effective closure	<input type="checkbox"/> Uses temporal words to signal event order (some flaws in event order) <input type="checkbox"/> Adequate sense of closure	<input type="checkbox"/> Limited use of temporal words to signal event order <input type="checkbox"/> Weak sense of closure	<input type="checkbox"/> No use <b>or</b> inappropriate use of temporal words <input type="checkbox"/> Lacks closure
<b>Elaboration of Narrative</b>	<input type="checkbox"/> Includes vivid details that describe actions, thoughts, and feelings	<input type="checkbox"/> Includes details that describe actions, thoughts, and feelings	<input type="checkbox"/> Includes few or irrelevant details to describe actions, thoughts, and feelings	<input type="checkbox"/> Insufficient <b>or</b> no details
<b>Language and Vocabulary</b>	<input type="checkbox"/> Effective use of vocabulary/language appropriate to writing task (may mix precise and more general language)	<input type="checkbox"/> Adequate use of vocabulary/language appropriate to writing task (may mix general language with some precise language)	<input type="checkbox"/> Some use of vocabulary/language appropriate to writing task (simplistic language used)	<input type="checkbox"/> Vague, unclear, <b>or</b> confusing vocabulary/language is used
<b>Conventions</b>	<input type="checkbox"/> Few, if any, errors in usage and sentence formation (see NVACS L.2.1) <input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling (see NVACS L.2.2)	<input type="checkbox"/> Some errors in usage and sentence formation are present (no pattern of errors) (see NVACS L.2.1) <input type="checkbox"/> Adequate use of punctuation, capitalization, and spelling (see NVACS L.2.2)	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning [may include pattern(s) of errors] (see NVACS L.2.1) <input type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling (see NVACS L.2.2)	<input type="checkbox"/> Severe errors in usage and sentence formation obscure meaning [may include pattern(s) of errors] (see NVACS L.2.1) <input type="checkbox"/> Severe errors in punctuation, capitalization, and spelling obscure meaning (see NVACS L.2.2)

Narrative checklist continues on next page.

**Teacher Checklist**  
**Grade 2 Narrative Writing** (part 2)

	<b>Celebrations</b>	<b>Next Steps for Instruction</b>
<b>Narrative Focus</b>		
<b>Organization</b>		
<b>Elaboration of Narrative</b>		
<b>Language and Vocabulary</b>		
<b>Conventions</b> (taught within the context of writing)		

**\*Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. (NVACS)**

# Grade 2

## **Student Guide for Narrative Writing**

### **Narrative Focus**

- ☐ I stay on topic throughout my writing.
- ☐ I recount a well-elaborated event or short sequence of events.

### **Organization.**

- ☐ I use temporal words to show the order of my events.
- ☐ I provide a sense of closure.

### **Elaboration of Narrative**

- ☐ I include details that describe actions, thoughts, and feelings.

### **Language and Vocabulary**

- ☐ I express my ideas with language and vocabulary related to my narrative.
- ☐ I match my language and vocabulary to the writing task.

### **Conventions**

- ☐ I use nouns, verbs, adjectives, and adverbs correctly.
- ☐ I write complete simple and compound sentences.
- ☐ I use correct punctuation.
- ☐ I use correct capitalization.
- ☐ I use learned word knowledge and reference materials to spell words correctly.

## Glossary

- academic vocabulary**—words and phrasing used in textbooks, in classrooms, and on tests; a way of saying or writing something using different words and structure from everyday spoken English
- adequate**—enough in quantity or quality; good enough to be acceptable; sufficient; satisfactory
- advances**—moves forward; to continue in a process of development
- alternate claim**—different view of an issue or topic; ideas or opinions that differ
- ambiguous**—something that is unclear, confusing, or can be understood in more than one way
- analyze**—to examine carefully and in detail to identify causes, key factors, possible results, etc.; to study something closely
- appeals to emotion**—manipulating the emotions, rather than the reason or logic, of an audience in order to convince readers of a point of view or a course of action
- appropriate**—correct or suitable for a particular situation
- argumentative writing**— a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid; using persuasive strategies to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem
- audience**—the intended readers of a particular piece of writing
- balance**—the arrangement of words, phrases, or ideas so that two or more concepts or sections are given equal emphasis
- character**—a person, animal, or make believe creature in a book, play, poem, etc.
- citation techniques**—ways to reference a book, article, web page or other published or unpublished sources, such as Oxford, MLA, APA; an abbreviated way of acknowledging the works of others within the body of a text
- citation**—reference to a published or unpublished source with name, date, and/or page; to mention something as an example, especially one that supports, proves, or explains an idea or situation; to give the exact words or ideas of something that has been written; direct quotation, summarizing, paraphrasing, mentioning the source briefly, or using the ideas from a source
- claim**—saying that something is true; the main idea or thesis statement in argumentative writing and is supported by evidence
- clause**—a group of words that contains a subject (what or whom the sentence is about) and predicate (tells something about the subject), but which is usually only part of a sentence
- clearly**—in a way that is easy to understand; without any doubt
- closure/conclusion**—when an event, problem, story, essay, etc., is brought to an end; the feeling that something has been completely dealt with; the feeling that something is finished
- cohesion**—when the ideas or parts of a written piece are connected in a reasonable way and form a united whole
- completeness**—a sense that all parts, details, facts, etc. are included and nothing is missing; brought to an end

**comprehensive**—includes all the necessary facts, details, or problems; covering completely or broadly

**concluding statement/section**—the end portion of an essay where the writer supplies a good sense of closure; a creative re-statement of the thesis statement, controlling idea, or theme; a brief review of the main points of the essay

**conclusion**—the deliberate ending of a narrative that gives the reader a sense of completion, warrant further thought, or reflect on the significance for the writer or reader

**concrete details**—facts, quotes, or examples from the source; specific information that prove or explain your opinion; can't be argued with

**concrete support**—evidence that is the proof you need to support your main/controlling idea; reasons for the audience to agree with your position; facts, examples, evidence, reasons, proof, quotations, statistics, etc.

**concrete words**—definite and specific terms; objects that are available to the senses (seen, felt, tasted, heard, and/or smelt)

**content**—the subject or topic covered in a piece of writing (also see ideas)

**context**—(1) a set of facts, details, or events that are related to the topic and help the reader fully understand the topic; parts of a text that surround a word or passage and can determine its meaning (2) the situation, events, or information that are related to something and help the reader better understand the topic; the interrelated conditions in which something exists (i.e., environment or setting, social or cultural situation)

**controlling idea**—the main idea or thesis that a writer develops, expressing a definite opinion or attitude about a topic

**conventions**—the agreed upon ways to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read

**convince**—to make someone feel certain that something is true; to cause someone to agree to do something

**counter claim**—the opposite view of an issue or topic; a contradicting idea or opinion

**credible sources**—relevant journals, books, articles, websites, newspapers, and other places of information that are reliable and trustworthy

**cursory**—done very quickly without much attention to details

**description**—to give details about someone or what something is like; to give a mental image of something experienced

**detail**—a single feature, fact, or piece of information about something

**development**—the specific details, examples, anecdotes, etc. that are added to a paragraph or essay to develop its controlling/main idea(s), reveal the writer's depth of understanding, and offer insight to readers; common patterns of development include narration, description, definition, example, division, classification, comparison and contrast, analogy, cause and effect, and process

**dialogue**—written conversation between two or more persons; an exchange of ideas and opinions

**discernible**—to see or notice something with difficulty or effort

**domain-specific vocabulary**—words and phrases specific to a particular field of study, such as the human body

**drift in focus**—moving away from the purpose or intent; to deviate or vary from the original statement of purpose

**edit**—to improve the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience

**effective**—successful and working the way it was intended; producing a result; having an intended effect

**elaborative techniques**—using sensory details, facts and statistics, incidents, specific examples, quotations, and charts or graphs to prove the argument and make your writing more interesting

**engages reader**—attracting and keeping the attention of the audience; the audience is likely to think the writing is interesting; the audience becomes involved in order to better understand

**even development**—depth and balance in the exploration or examination of the topic (i.e., even development from beginning to middle to end, or even development between main idea and supporting details, or even development between supporting ideas with examples and details)

**evidence**—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis that can be evaluated by others; anything that makes you believe something is true

**experience**—something that happened; an event or series of events

**extraneous ideas**—something that does not belong or is not proper; not pertinent; irrelevant

**fact**—a piece of information that can be proven true

**figurative language**—language enriched by word images and figures of speech

**flaw**—a mistake or a weakness that makes something imperfect

**focus**—relationship of supporting details to the main idea(s), theme, or unifying point

**formal style**—objective and precise language used in scholarly books and articles, technical reports, and research papers

**formatting**—the aspects of the physical appearance of written work (i.e., font size, titles, headings, subheadings, citations)

**frequent**—happening or doing something often

**ideas**—the interesting, important, and informative details the writer includes; the main message, the content of the piece, and the main theme, together with all the supporting details; the unusual, the unique, and the bits and pieces that a writer includes

**illustration**—a picture in a book, article, essay, etc., that helps you understand it

**imagery**—the use of language to create sensory impressions

**inconsistently**—not always in the same way

**informative/explanatory writing**—writing that conveys information accurately; this kind of writing serves to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept

**insight**—the capacity to discern the true nature of a situation; a grasping of the inward or hidden nature of things or of perceiving in an intuitive manner

**insufficient**—not providing enough of what is needed

**integrated**—combining, organizing, or structuring many ideas or parts that work well together

**introduction**—the beginning portion of an essay where the writer captures the readers’ attention, provides background information about the topic, motivates readers to continue reading and, for more formal essays, contains the thesis statement

**intrude**—interrupting in an unwanted or annoying way

**irrelevant**—something that is not useful or not connected to the topic or situation; not important

**lack**—not enough of something, or none of it

**linking words, phrases, clauses**—terms that join sentences, paragraphs, sections, or ideas together (see also transitional strategies)

**logical progression**—when the reader can follow the writer’s ideas; ordering paragraphs so that there is a meaningful beginning, bridging one paragraph or idea to the next, and ending with a sense of closure

**logical**—seeming reasonable and sensible; using a thinking process in which ideas are connected in a correct or orderly way

**loosely related**—when the relationship between two or more different things is not very strong; not exactly connected

**main idea (controlling idea)**—the primary topic of a passage, whether explicitly expressed or implied

**maintain**—to make something continue in the same way; to continue without changing

**minimal**—very small or slight; the smallest amount or degree possible; barely adequate

**mode**—types of writing generally centered on the writer’s purpose, including opinion/argument, informative/descriptive, and narrative in the Nevada Academic Standards

**multimedia**—using several different methods of giving information such as pictures, sounds, video; involving computer programs that use combination of text, audio, still images, animation, video, etc.

**narrative techniques**—procedures or methods an author uses to convey an experience (i.e., pacing, description, reflection, narration, dialogue, point of view, foreshadow, flashback)

**narrative writing**—conveys experience, either real or imaginary, and uses time as its deep structure; can be used for many purposes (to inform, instruct, persuade, or entertain)

**narrator**—the person who tells the story or explains what is happening; a character who recounts the events of a novel, play, or narrative poem

**natural**—usual; as you would expect; not surprising

**obscure meaning**—to make it difficult to know or understand; to prevent something from being understood clearly

**opening**—the beginning or first part (also see introduction)

**opinion writing**—a developing form of argument where the writer expresses ideas or states what is believed about a subject; providing examples, offering reasons, and explaining cause and effect to extend a belief, attitude, or judgment

**opposing claim**—the other side of an issue or topic; ideas or opinions that are completely different

**organizational structure**—a writing pattern that connects ideas, including comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns

**organization**—the way the writer moves from one idea to the next; information is given to the reader in the right amount and at the right time so that the reader does not lose interest

**orients reader**—introduce the subject to the audience

**pacing**—the rate at which main ideas and development are presented in a piece of writing

**paraphrase**—expressing what others have said or written in a different way; a restatement or rewording

**partial**—not complete

**persuasive strategies/techniques**—writing methods that appeal to a reader's emotions, ethics, or logics

**phrase**—a group of words that together express an idea but do not usually form a complete sentence

**plagiarism**—to steal the ideas and words of another and pass them off as his/her own; using another person's words, ideas, or work as his/her own; an idea, phrase, or story that has been copied from another person's work without stating the source

**plot**—a series of events that form a story, novel, play, etc.

**precise language**—(1) using the right wording; avoiding too many words or unnecessary figurative language (2) very careful about the details of something; information or details that are exact, clear, and correct

**progression**—the movement or development of ideas in a piece of writing; a continuous and connected series of actions, events, etc.

**purpose**—the reason or reasons a person writes something (to express, to describe, to explore/learn, to entertain, to inform, to explain, to argue, to persuade, to evaluate, to problem solve, or to mediate)

**quote**—repeating exactly what someone else said or wrote; to give something as an example to support what you are saying (see also citation)

**reasoning**—a process of thinking carefully about something in order to make a judgment; the explanation for why a claim is made; the links between evidence and claim

**reasons**—the cause or explanation for something that happens; why someone decides to do something

**reflection**—a thought, idea, or opinion formed as a result of careful thought or consideration

**relevant**—directly relating to the subject

**response**—writing that is stimulated by a question, task, or prompt

**sensory detail**—words that help readers see, hear, feel, taste, and smell the object of an author's description; a feature, fact, or piece of information about something available to the senses

**sentence formation**—one of five basic patterns around which most English sentences are built (Subject-Verb, Subject-Verb-Object, Subject-Verb-Adjective, Subject-Verb-Adverb, Subject-Verb-Noun)



**sequencing**—the arrangement or ordering of ideas and content in a piece of writing, including chronological, hierarchical, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part

**setting**—the place where something is or where something happens; the place, time, or conditions where events develop

**severe**—very bad or serious

**situation**—a combination of all of the things that are happening; the conditions that exist at a particular time in a particular place

**smooth**—presented in a logical, meaningful order; without awkward patterns or problems; writing that flows with rhythm and movement as if it is all one seamless thread

**source**—a person, book, or document used largely for information, as in research

**stance**—the opinion or attitude taken by a writer on a particular matter

**structure**—the organization of ideas and content within a piece of writing at the sentence, paragraph, or essay level

**support**—the quality of details and examples either illustrating, explaining, or defending the central theme, idea, or thesis statement

**sustained**—keeping the controlling or main idea, theme, or focus going throughout the writing; not interrupting or weakening

**syntactic variety**—having different types of sentences

**syntax**—the rules of grammar which control the ways words are arranged to form sentences or phrases

**task**—the writing assignment that must be done

**temporal words**—terms related to time or event order, such as first, next, last, before, soon

**thesis statement**—a statement that clearly delineates the argument or central idea that will be explored in a piece of writing (also see controlling/main idea)

**thorough**—including every possible detail; not superficial; accurate or careful

**tone**—the author's attitude toward a topic as reflected in his or her writing

**topic**—the subject matter with which a writer is working in a particular piece of writing

**transitional strategies**—methods of connecting sentences, paragraphs, and ideas; words, phrases, clauses, or full sentences that signal relationships; cues that help the reader see the logic of how ideas fit together

**transitions**—words, terms, phrases, and sentence variations used to arrange and signal movement of ideas (i.e., next, and then, in the end, another reason, after that we went, on the other hand)

**uneven**—not regular or constant; not uniform or varying in number or quality

**unity**—combining or ordering parts of writing so that it has an undivided effect; singleness of effect or symmetry and consistency of style

**usage**—the way words are used in a language (see also syntax)

**weak**—lacking force or expression; not well thought out; uninteresting; not factually grounded or logically presented; parts that can be easily attacked or criticized

## **References**

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